NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 45/No. 1

September/October 2001

Non-Fiction

By Lesley-Ann Browne

It seems almost unfair, somehow, to be worrying about everyday activities, deadlines and content for this issue of *The Bulletin* after the events of September 11th. I, like most people, am appalled, numbed and angered by the terrorist bombings. As our children started the second week of school, terrorists were committing horrific acts of violence against the citizens of the world. The effects have been and will continue to haunt us for some time.

The events of this summer were, I thought at the time, the most difficult of my life. I witnessed the illness and death of my mother-in-law. I could not help but be affected by her suffering and the effects her illness had upon her family. We claim to be a humane society but this was difficult to comprehend while watching someone suffer. Now, many weeks later, I have the same sinking feeling in the pit of my stomach as thousands of people were murdered and attacked by terrorists. It is a feeling of helplessness and deep sorrow.

I was out of the province at the time of the terrorist bombings and received the news while attending meetings in Prince Edward Island. It was shocking and quite a contrast from the quality of life experienced in P.E.I. The warm day, the beauty and tranquility of the island, were lost as I tried to comprehend the tragic events. It was further reinforced later in the day when I was unable to get home due to flight cancellations. This was really only a minor inconvenience but the reaction of my daughter concerned me a great deal. She associated my not getting home with the bombings and asked me if I was in the war. Where was I and when would I get home? She is old enough to understand that something really awful happened, but too young to understand that mommy could not be with her. She was afraid and the sentiment was, and still is, shared by many.

It is difficult, even for the most talented, to express the feelings invoked by these events. My first look at the television images was on Wednesday evening after I had traveled for 16 hours to get home. I had listened to the events by radio and found them most disturbing. I was not prepared for the visual images and was left speechless.

As I write this it is impossible to predict how events will unfold and what will occur worldwide. We cannot, however, allow ourselves or our children to let the activities of terrorists put fear into our lives. To do so would allow them to succeed. At my mother-in-law's funeral I had the opportunity to speak and I stated the following: "I suggest that you should live each day as if it were your last on earth. I say this not for you to be reckless or to abandon responsibilities, but to remind you of how precious life really is." It is unfortunate that we wait for sad or tragic events to occur before we come to this awareness.

THE bulletin

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The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
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Subscription Rate: $16 per year. For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
November Issue: October 12
December Issue: November 1

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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Dear Colleagues,

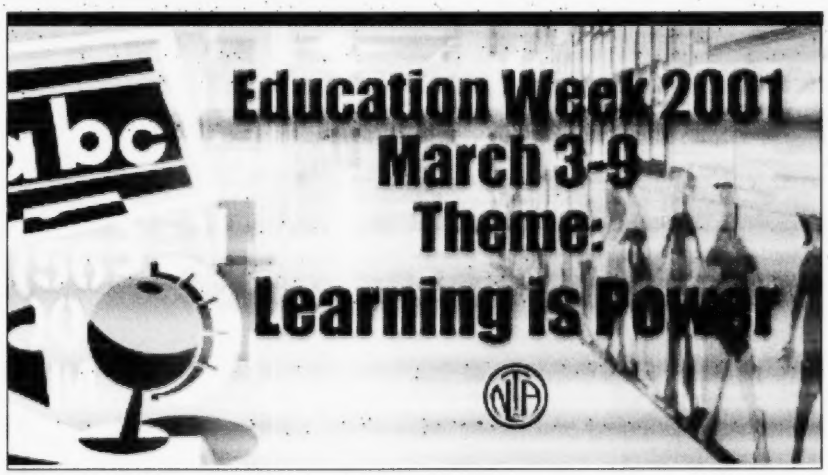
I would like to acknowledge all the teachers and students who offered support and assistance to the many travellers who were stranded in our province due to the events of September 11.

The communities of Goose Bay, Gander, Stephenville, and St. John's opened their doors and hearts to help people in need. These travellers witnessed the generosity, kindness and hospitality for which Newfoundland and Labrador is famous.

It is certainly no surprise that many of the volunteers were the teachers of this province. I commend you for your empathy, compassion and selflessness.

Kindest regards,

Winston Carter
President



Epilepsy Newfoundland and Labrador

Epilepsy Newfoundland and Labrador would like to help you become knowledgeable about epilepsy. We offer a one-hour staff inservice, activities for primary and elementary students, videos and an oral presentation and a lending library of books and videos on epilepsy. If you would like more information contact:

Cathy LeBlanc, B.A.(Ed.)
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Tel: 709-722-0502
E-mail: epilepsy@nf.aibn.com

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

LITTLE BAY ISLANDS

Celebrations acknowledge great reading success

On June 12, 2001 the word "celebrations" took on a whole new meaning as the students of H.L. Strong Academy in Little Bay Islands, their parents and special invited guests assembled to celebrate the Regional winning of the Mr. Christie Smart Cookie Program by the Grade 2 to 5 students at their school.

The six students (Krystle Roberts, Danielle Locke, Kyle Locke, Brittany Oxford, Chantelle Weir and Mark Weir) read a total of 2,847 books, an average of 474 books each, during the four week period from January 15 to February 11, 2001. All students were encouraged to read whatever type of book interested them. The range was great ... everything from easy readers to books of poems, books by Robert Munsch to chapter books like R.L. Stein's "Goosebumps", and everything in between. The books were all logged and each one was signed by a parent or teacher when it was finished. "The success of the program was amazing," said Principal Jerry Weir. "The student's interest in reading increased."

(L-R): Students Krystle Roberts, Danielle Locke, Chantelle Weir, Mark Weir, Kyle Locke, and Brittany Oxford cut a cake in their honor.

The Grand Prize was $5,000 of books for the school library, a set of the 15 award winning books as awarded by Nabisco in 2001, and a visit by Canadian Children's author, Roslyn Schwartz of Montreal, author of "The Mole Sisters" series. Mr. Weir said, "Because of Nabisco's interest in reading and their willingness to sponsor this program, children all across Canada are encouraged to explore books and develop and foster a love for reading which they might never experience otherwise."

The celebrations started at noon with cold plates served for some 65 invited guests. In addition to the students and their parents, special guests included Anthony Rasetta, Representative from Nabisco Ltd; children's author Roslyn Schwartz; the Honourable Judy Foote, Minister of Education; the Honourable Paul Shelley, MHA for Baie Verte; Fred Andrews, 2000-01 NLTA President; Pauline Fowlow, representative from District #5 School Board; Mayor Elaine Simms, Little Bay Islands Town Council; and Rev. Sam Woolfrey, Faith United Church, Little Bay Islands.

During the ceremony the school was presented with their $5,000 award and set of books. The students were presented with mementos to recognize their great accomplishments including trophies from the school to acknowledge their reading success. The school was also presented with a $500 cheque from Mr. William Bindman, a resident of Ottawa who, through *The National Post*, read about the students' achievement and wanted to acknowledge their success. This monetary gift will be used to help purchase some technology item for the school.

The news of the students' accomplishment has spread far and wide as was evident by the many messages of congratulations they received from across the province and other parts of Canada. Principal Weir shared these with those in attendance.

Mr. Weir summed up the excitement of those in attendance for the ceremony: "We have made history for our school, and you, by your presence, have been a part of it."

ST. JOHN'S

CPFNL celebrate 25 years of French Immersion

Canadian Parents for French Newfoundland and Labrador (CPFNL) held its provincial Conference and Annual General Meeting from June 1-3 at the Hotel St. John's, where members and guests from across the province had the opportunity to join CPF Provincial Council in celebrating 25 years of French Immersion in Newfoundland and Labrador.

Three special awards were presented at the President's Reception during the conference. Mary Marshall of Corner Brook Chapter received CPF Volunteer of the Year, Georgina Lake of Pearce Regional High in Salt Pond was awarded Core French Teacher of the Year, and Valerie Pike of Prince of Wales Collegiate in St. John's received French Immersion Teacher of the Year. Canadian Parents for French is pleased to announce these winners and thank them for their outstanding contribution to FSL education and promotion in the province.

CPF is a national network of volunteers that promotes and creates FSL learning opportunities for youth across Canada.

NEWFOUNDLAND & LABRADOR

E.A. Bishop Memorial Scholarship

The E.A. Bishop Memorial Scholarship, established to honor the memory of Elias Abdiel Bishop (1889-1953), a teacher in Newfoundland and Labrador, is the result of a generous donation to Memorial University of Newfoundland by his son, John. Interest on the fund will provide a scholarship to full-time undergraduate students upon completion of their first year at Memorial University who are dependents of teachers in the public school system of Newfoundland and Labrador.

Applicants must be students in the Faculties of Arts or Science and of scholarship standing. The scholarship is valued at approximately two semesters tuition for five courses. If, in any year, there is no eligible candidate, the scholarship will not be awarded; however, a student may be awarded the scholarship more than once. It will be awarded by the Senate Committee on Undergraduate Scholarships and Financial Aid on the basis of a special application obtainable from the Scholarships and Awards office, Room 4018, University Centre, Tel: 709-737-3956.

Career Development Network - Newfoundland and Labrador

Last September a group of career practitioners throughout Newfoundland and Labrador expressed interest in exploring how they might work more effectively together in addressing the career development needs of their clients. As a result of this expression of support from career practitioners, a group of volunteers have taken the first step in developing a database that will facilitate identifying and electronically linking with people who are interested in networking with their colleagues throughout Newfoundland and Labrador.

The CD Network – Newfoundland and Labrador is an electronic network of people who are interested in and/or are involved in addressing the career development needs of individuals, young and old, in-school and out-of-school throughout Newfoundland and Labrador.

"Our CD Network will allow us to support each other as individuals and as a group and will enable us to develop more effective career development strategies," says John Hennebury of the NLTA Educational Partnerships Council and one of the volunteers of this new initiative. "With increased communication, coupled with a personal commitment to work together, will come increased support to allow us to better serve our people in addressing their career development needs."

Teachers are asked to register on line with the CD Network by completing the registration form at www.communitycc.ca/ccc/CD/index.asp. The database has been set up according to the six Strategic Social Plan Regions throughout Newfoundland and Labrador. If you would like to become a contact person for your region or if you run into difficulty while using the CD Network, please get in touch with John Hennebury at jhennebu@stemnet.nf.ca .

Mr. Hennebury would like to thank teachers for their encouragement in this initiative and in helping his team move forward in building "our" Career Development Network – Newfoundland and Labrador. "We invite your input and encourage your involvement and leadership," he concludes.

Other volunteers involved in this initiative are: Pat Roberts, Canadian Career Information Partnership; Rob Shea, M.U.N. Student Services; Karen Youden Walsh, YMCA-YWCA; Millie Cahill, M.U.N. Faculty of Education; and Connie Campbell, Newfoundland Association of Technical Industries.

Ella Manuel Award winners announced

Jennifer Ellis

The 2001 winner of the Ella Manuel Award, valued at $1,200, is Grade 12 student Jennifer Ellis from Exploits Valley High in Grand Falls-Windsor. Jennifer is a strong supporter of women's rights, a member of the Youth Firefighting Training Program, and an active volunteer with the SPCA. She is heading for a career in pharmacy.

Two second awards of $500 were also awarded this year to Melissa Hopkins of E.J. Pratt Central High School in Brownsdale, Trinity Bay, and Krista Gates from J.M. Olds Collegiate in Twillingate. Melissa is going on to study botany and Krista has chosen mechanical engineering as her career. The three winners were selected from 25 candidates nominated by high schools around the province.

This is the sixteenth year in which the award(s) have been given in memory of noted Newfoundland writer, broadcaster, peace activist and feminist Ella Manuel, whose children's novel "That Fine Summer" was re-issued by Breakwater in 1995. The award assists young women graduating from high schools around the province in furthering their education.

Melissa Hopkins

GrassRoots Communities@ca award winners announced

Krista Gates

The SchoolNet GrassRoots Program awarded recipients for the 2000-01 edition of GrassRoots Communities@ca in late May. Fourteen schools from across the country received national recognition for their award-winning web sites which showcase excellence in community collaboration and web site design.

There were four winners from Newfoundland and Labrador. First place in category 3, Our Creative Spirit (focusing on the arts and culture) was awarded to Laval High School in Placentia for their project "Showcasing Arts and Culture in the Placentia Area". Second place in this category was won by St. Bernard's Primary, Witless Bay for their project "Witless Bay and the Southern Shore: Sharing our Irish Traditions". Third place in category 4, The Way We Live (focusing on the local economy, society and leadership) was won by Glovertown Academy for "Boat Building in Glovertown – Past and Present". Honorable Mention in this category was won by Discovery Collegiate, Bonavista for "Tourism – A Viable Resource Along the Discovery Trail".

For the third year in a row, GrassRoots Communities@ca invited Canada's K-12 teachers and students to research, design and create web sites about their communities. New this year was the introduction of four categories focusing on specific themes such as geography, history, culture and economy.

Every eligible participating school's project was evaluated against a rigorous evaluation rubric consisting of 30 elements across three key areas: community collaboration, content, and technical design. Evaluations were conducted at two levels: a peer evaluation process followed by a national panel evaluation process.

National Student Journalism Award winners announced

This past June, SchoolNet News Network announced the winners of the SNN's 2000-01 National Student Journalism Awards. First place was awarded to Jillian Dollimont-Caines, a Level 2 student at Roncalli Central High in Port Saunders. Upon graduation from high school this year, Jillian plans to pursue a career in TV/Radio production. While she enjoys reporting the news, her main interest is in producing radio/television commercials. Jillian receives a cheque for $500 as well as an award.

Second place went to Allison Barnes of Westgate Collegiate in Thunder Bay, Ontario, and third place was awarded to Lily Smallwood, a Level 2 student at Roncalli Central High in Port Saunders. Lily intends to pursue a career in journalism and hopes to attend Carleton University. The second place winner receives $300, and the third place receives $150.

"The awards are based on a portfolio of journalistic work done by students during the 2000-01 school year," stated Coordinator Carmelita Joy-Bolger. "Throughout the award evaluation process the judges, who are professional journalists and journalism teachers from across Canada, found it very rewarding to see such quality writing. They were very pleased with all the articles submitted by students."

The 2000-01 SNN Student Journalism Awards were sponsored by *Readers Digest*.

Children's author seeks input from teachers

Well known children's author, Janet McNaughton, is currently updating her author web site to create a better resource for teachers who are using "Catch Me Once, Catch Me Twice" or "Make or Break Spring" as novel study books. If you have an idea that has been successful and would be willing to share it with other teachers, please e-mail Janet McNaughton at janetmcn@avint.net. Full credit will be given to any teacher whose ideas are

put onto the web site and Ms. McNaughton will seek your input and approval before any information is included in her web site.

As a way of saying thanks to teachers who share their ideas, Ms. McNaughton is giving away five copies of her new book, "The Secret Under My Skin". If more than five teachers respond, all names will be pulled from a hat.

If you wish to have a look at Janet McNaughton's web site, log onto www.avalon.nf.ca/~janetmcn/. Any input or suggestions from teachers would be greatly appreciated.

Senior Mathematics League starts up for 2001/02

2001/02 marks the 15th year of the NLTA Senior Mathematics League. Games are normally played one Saturday in each of the months of October, November, February, and March of each school year, with a provincial final held in April. League games may be played at local sites normally arranged through the District Program Specialist. Results of past contests and information about the League may be found at: www.math.mun.ca/~mleague/.

Since last spring, the NLTA Senior Mathematics League is also playable via the Internet. Schools wishing to participate via the Internet register using the "Web-based version" link off the main page given above. It is hoped that this opportunity to participate will continue to expand the League to every interested student and teacher in the province and beyond.

Program Specialists for each school district in the province should have received an e-mail from the provincial coordinator in mid-September containing contact information, League rules, and a brief League history. Interested schools should contact their Program Specialist for further information (if you have participated in the past, you will likely receive correspondence as before). In addition, if a school team or individual student is playing by distance, schools should visit the web site and register for the web-based game separately.

This year's League, as it has been since its inception in 1987, is supported by the NLTA (through its Math/Science Special Interest Council), the Department of Education, and the Department of Mathematics and Statistics at Memorial University. The problem setters are Dr. Bruce Shawyer, Dr. Peter Booth, and Dr. John Grant McLoughlin of the Department of Mathematics and Statistics at Memorial University.

It's never too late to participate and enjoy the League! For further information, visit the League web site (www.mun.ca/~mleague/) or e-mail provincial coordinator Paul Gosse at pgosse@pwc.k12.nf.ca.

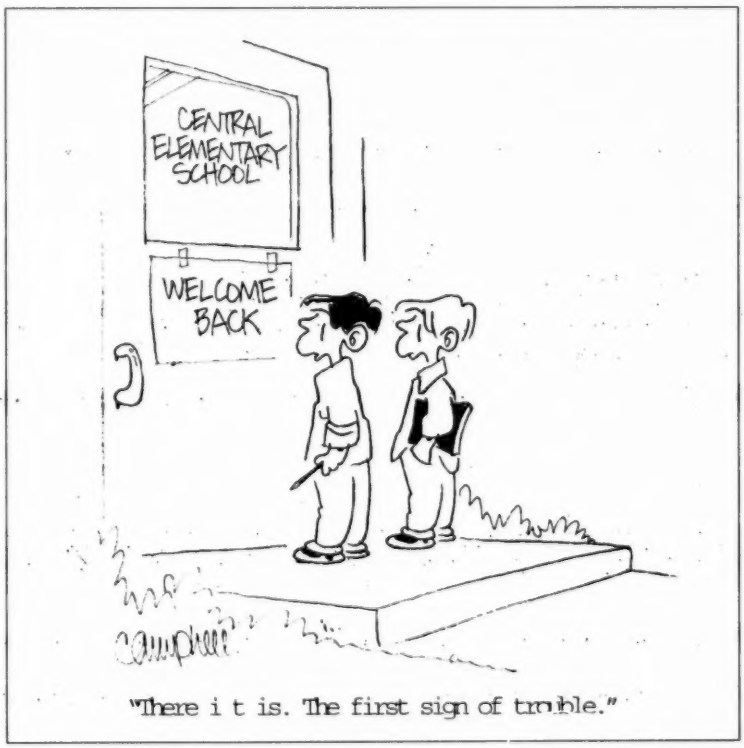
OTTAWA

Equity and Aboriginal issues a priority at CTF AGM

Teaching and Learning in the New Millennium was the theme of the 81st Annual General Meeeting of the Canadian Teachers' Federation (CTF) held in Whitehorse, Yukon, July 12-14, 2001.

Approximately 200 teacher leaders from across Canada met to discuss and adopt resolutions of importance to Canadian teachers at this annual event which is both an education forum and a business meeting.

"For over 81 years CTF has been the unified voice of Canadian teachers promoting quality public education on the national and international scenes", said outgoing CTF President Marilies Rettig who stepped down this year after serving her two-year term. "It is crucial that this national voice remain strong, relevant and that it be fully representative with respect to equity and aboriginal issues."



"There it is. The first sign of trouble."

CTF President Doug Willard

NLTA President Winston Carter addresses delegates at the CTF AGM in Whitehorse.

Doug Willard, a secondary school teacher from Rosthern, Saskatchewan, was installed as CTF President. He has been a member of CTF's Board of Directors since 1998 and is a member of the CTF Ad Hoc Committee for National Issues in Education.

Mr. Willard is a strong believer in a publicly funded school system as the foundation of a democratic society. He is also an advocate of the network of services CTF provides for teachers across Canada.

He has more than 25 years of teaching experience in the Saskatchewan communities of Buchanan, Fillmore and Rosthern, where he has taught Physics, Chemistry and Senior Mathematics. As a teachers' representative, he has been on his local and provincial bargaining teams and has served on the Saskatchewan Federation's Budget and Finance Committee.

Mr. Willard has been an executive member of the Saskatchewan Association for Computers in Education and has helped develop computer curriculum for the province. He is also a member of a Saskatchewan Task Force which is developing directions for the future of public education in Saskatchewan.

One of the AGM's highlights was CTF's first ever Public Education Advocacy Award which was presented to John Ralston Saul, a well-known novelist, essayist, historian and champion for public education. Other special guests included Educational International President Mary Hatwood Futrell, Centrale des syndicats du Québec President Monique Richard and *CBC Newsworld* Anchor Suhana Meharchand.

CTF is the national voice of 240,000 teachers nationally and is represented on the Executive Board of the 24-million member Education International. CTF coordinates the sharing of ideas, knowledge and skills among its 14 provincial and territorial Member organizations in Canada.

The 2002 CTF Annual General Meeting will be held in St. John's from July 10-13, 2002, and will be hosted by the Newfoundland and Labrador Teachers' Association.

CANADA

Your opinions count

A national survey of teachers concerning aspects of teacher satisfaction, motivation and health is being conducted from September 4 to December 31, 2001 via the following website: http://uregina.ca/edsurvey. The study has received nationwide support from Ministers of Education and from teachers' organizations, some of which have included questions that are of particular interest to them, and provided advisors or other assistance. This is a cooperative effort between teachers' professional organizations and a team of researchers from the University of Regina. Please accept this invitation to log in and express your opinions.

Similar studies have been conducted in the United States, England, Australia, Malta and New Zealand. These studies examined some of the effects of global (largely socio-economic) forces on teachers that have brought about changes in schools and changes in the teaching profession. In Canada, the costs of education and many other services were shared by federal, provincial, territorial and local governments. The 1980s and 1990s brought dramatic reductions in federal transfer payments to the provinces and territories for health, social welfare, and post-secondary education. Federal transfer payments do not affect public education directly, but their withdrawal reduces the provincial/territorial revenue base that has funded education in the past. These changes have materially affected what teachers do and how they accomplish their tasks. These changes influence teachers' job satisfaction, motivation, and health.

According to Campaign 2000 (1999), one Canadian child in five is living in poverty. This represents an increase of 49% since 1989. This increase in child poverty has an effect on teachers and classrooms. Some children and youth are coming to school hungry, abused, and with no safe, stable place to call home. As a result, schools are finding it more and more difficult to meet the needs of students on their own because they simply do not have the resources, the specialized staff, or the time to "be all things to all people".

Whether economic pressures have resulted in changes to the roles of teachers, it is important to sample teachers' impressions of their satisfaction, motivation and health. Failure to attend to concerns expressed by teachers is likely to affect the short- and long-term supply of individuals willing to undertake training to become a teacher. This research will make comparisons with other international studies and has the potential for improving the policies and practical conditions that shape teachers' lives.

The study has been endorsed by the following Ministers of Education: Newfoundland and Labrador, Quebec, British Columbia, Alberta, Prince Edward Island, Saskatchewan, Nunavut, North West Territories, New Brunswick, Manitoba, Yukon.

If you require the survey in paper format, please contact Heather Ryan, Faculty of Education, University of Regina, Regina, SK, S4S 0A2, Tel: 306-585-4002, Fax: 306-585-4880, e-mail: Heather.Ryan@uregina.ca.

ELIZABETH ANNE HILLYARD, 1911 – 2001

Elizabeth Anne Hillyard passed away on February 28, 2001 at Dartmouth, Nova Scotia.

Elizabeth was born in Red Bay, Labrador in 1911 and received her early education in Freshwater, Bay de Verde. She completed her teacher training at the Normal School in St. John's, and in the early 1950's completed her B.A. degree from Memorial University. She began her teaching career in Grand Falls and later moved to Markland as Principal of No. 3 School. She taught there for three years until she moved to St. John's where she taught at Holloway School, Curtis Academy, Bishop Spencer College, Holy Heart of Mary High School, and finished her career at Prince of Wales Collegiate.

Throughout her teaching career, Elizabeth's first thoughts were for the welfare of her students and they excelled under her leadership. Her students remember her with fondness.

Elizabeth was a member of the Memorial Women's Alumni Association, a Charter Member of the Grenfell Chapter of the Golden "K" Kiwanis Club, a member of St. James' United Church, and was a very avid and accomplished bridge player.

Elizabeth leaves to mourn her brother Harry, sisters-in-law Evelyn and Bertha, nephew Karl, and niece Margaret. Her brother, George, passed away just a few days before Elizabeth.

Well done, thou good and faithful servant …

(Submitted by Roland C. Peddle, Lethbridge, Alberta)

ROBERT MAJOR, 1951 – 2001

On March 28, 2001, family, friends, colleagues and residents of Green Island Brook were deeply saddened by the passing of Robert Major at the age of 50.

Bob was born and grew up in Rocky Harbour. He received his Bachelor of Arts (Education) at Memorial University and in 1974 began his teaching career in a two room school in Eddies Cove East, the Strait of Belle Isle. He taught for 27 years and was teaching Grade 5 at Straits Elementary in Flower's Cove at the time of his death. He also taught in Forteau, Reef's Harbour and Lower Cove.

Bob was very loyal and dedicated. He could always be relied upon to give his opinion and advice when needed and to give a straight forward and honest answer.

During his career in both regular and special needs classrooms, Bob touched the lives of many children. He was caring and thoughtful and treated his students as individuals. Bob was committed to education and to ensuring that each child's needs were met.

Bob had his share of stress on the job; however, he always tried to see a bright side of a situation. His jokes and sense of humor will be greatly missed.

For several years Bob was president of the Belle Mer Branch of the NLTA. He demonstrated exceptional leadership skills and had a flair for organizing and delegating responsibility.

Outside of school Bob enjoyed a quiet life. He liked to walk, work in his garden, go berry picking and spend time with family.

Sincere sympathy to his wife Winnie, daughters Farrah, Dorothy and Cynthia, grandchildren and other family members. He will live on in our memories.

(Submitted by Joanne Hughes, Straits Elementary, Flower's Cove.)

Elizabeth Anne Hillyard

KEVIN A. RYAN, 1951 – 2001

Passed away suddenly at St. John's on April 13, 2001, aged 50. Kevin was a beloved and devoted teacher at Virginia Park Elementary in St. John's. He was an active member of the school council, a nurse at the Janeway Children's Hospital, a soccer and basketball coach, and a passionate runner.

Predeceased by parents Josephine and Gregory Ryan. Leaving a loving family to cherish their memories and mourn his loss: wife, Shirley; son, Gregory; daughters, Erin and Sara; sister, Elizabeth (Bess) Hollett; brothers, Tom (Jommie), Dennis (Judy), Ron; parents-in-law, Peter and Sarah Kelland; brother-in-law Ted (Carol) Kelland; sisters-in-law, Dianne (John) Warren and Peggy (Wayne) Holley; and many nieces, nephews, friends and colleagues.

Special thanks to Irene Barry, Susan Doyle, and David Molyneux, who accompanied him on his last good run. He will finish his marathon in heaven.

There's an end to the summer,
To the winter and spring.
There's an end to all wishes,
All hopes and all dreams.
There's an end to all laughter
And tears so blind.
But our love for you Kevin
Will last – for all time.

(Submitted by Shirley Ryan)

Robert Major

Kevin Ryan

Your Priorities are My Priorities

by WINSTON CARTER

Welcome back! While each school year brings its own set of priorities and demands, 2001-02 is already shaping up to be one for the history books. The horrific and senseless acts of violence which took place during the second week of September will be remembered for a long time. It is important that we do not allow the actions of these terrorists to affect our daily lives. I commend the many teachers who assisted those stranded in our province and who offered support and comfort in a time of need.

I will outline here some of the main priorities and plans of your Association, Provincial Executive, and your President for the school year. I will keep you informed through other issues of *The Bulletin* and *President's Digest* regarding my activities on your behalf.

At the top of everyone's agenda is a resolution to this round of collective bargaining. The Teachers' Collective Bargaining Act clearly outlines the relationship which must exist between school boards, government, and teachers. Please be assured that a successful resolution to this round is a main priority for me, your Provincial Executive and your Association. We will keep you informed through *Bargaining Briefs* about all progress. In addition to the usual means of electronic and print communications to teachers, we will also be updating the membership through a series of branch meetings. The timing of these meetings will be subject to the progress of talks at the negotiating table.

During our planning and priorities meeting held on August 22-23, your Provincial Executive Council unanimously passed a motion to second Mr. Fred Douglas to chair the Negotiating Team. It has been a long-standing policy of the Association that the chair of the Negotiating Team would be the Vice-President; however, the President would continue to be the official spokesperson.

In August, the Department of Education announced a number of curriculum changes for this school year. Many of these changes are part of the Atlantic Provinces Education Foundation (APEF) initiative. We are fully supportive of any new curricula that will provide the necessary knowledge base required to assist our students in maintaining the competitive edge provincially, nationally and internationally. The onus, however, is on school boards to continue to provide teachers the inservice training required in order to make the implementation more effective.

BGM 2001 clearly indicated that the membership was ready for a change in the way they elected their President and Vice-President. An Elections and

Notice to teachers who have taken maternity leave in Manitoba

If you are a teacher who has taken maternity leave(s) from a Manitoba school division prior to August 18, 2000, and you are not currently collecting your Teachers' Retirement Allowances Fund (TRAF) pension, you are now eligible to purchase period(s) of maternity leave as pensionable service.

If interested you must apply to purchase those leave(s) before **July 3, 2002**.

For a Maternity Leave Purchase Request Form or more information contact:

Teachers' Retirement Allowances Fund
Room 330, Johnston Terminal
25 Forks Market Road
Winnipeg, Manitoba R3C 4S8
Tel: 204-949-0048; Toll-free: 1-800-782-0714
E-mail: info@traf.mb.ca
www.traf.mb.ca

Procedures Committee has been established to develop the necessary guidelines required for the implementation of the province-wide vote in 2003. The first committee report will be presented during our Joint Council meeting in November.

This Fall our public relations and advertising campaign will be more poignant and direct and will address the issues and concerns teachers face on a daily basis. The information for this new campaign was collected directly from teachers when they completed the "Let's Talk About Education" survey last year. The issues are real and it is time to address them publicly.

Our Association, in partnership with other educational stakeholders, will soon be ready to provide online access to a variety of professional development experiences for teachers throughout Newfoundland and Labrador. The Virtual Teacher Centre will provide up-to-date information from our 21 special interest councils, interactive learning experiences, information on new courses and programs being introduced by the Department of Education, lesson plans in most subject areas, along with links to other recognized organizations involved with professional development for teachers in Newfoundland and Labrador.

The legacy of our Association has been steeped within tradition. Now, with over 40 percent of our senior teachers reaching the age of retirement over the next decade, it is incumbent upon us to safeguard our future. Faced with this reality, it is of paramount importance that we continue to acknowledge our younger and mid career teachers and encourage them to become involved in their Association. It will be this group who will be entrusted to maintain a strong, viable, and dynamic NLTA ready and willing to address the complex issues and challenges that lie ahead.

To conclude on a more personal note, I thank you all for your vote of confidence and support during BGM 2001. Over the next two years your priorities will become my priorities. Please contact me should you have any questions, concerns, problems, or suggestions.

Best wishes for a very enjoyable year!

Wanda

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Dispute Resolution Procedures in NLTA Contract Negotiations

by EDWARD HANCOCK

"...progress has been very slow and a large number of serious issues remain on the table in the present round of talks."

In late August, the Association applied for a conciliation officer to assist with the current contract talks. As this stage of bargaining continues, questions have arisen from the membership concerning the process of conciliation and the implications of same for this present round of bargaining. The purpose of this article is to provide an outline of the impasse resolution mechanisms within the process of collective bargaining as contained within the Teachers' Collective Bargaining Act.

The Present Round

The term of the Provincial Collective Agreement expired on August 31, 2001. Notice to commence collective bargaining was given by the NLTA in November of last year (the earliest possible time in accordance with the Agreement) and negotiations commenced in January 2001. A number of negotiating sessions were held between January and June 2001, with one session being held during the summer in early August. Members have been regularly updated on talks since January, 2001 by way of a *Bargaining Brief* following each set of bargaining sessions. Unfortunately, progress has been very slow and a large number of serious issues remain on the table in the present round of talks.

Conciliation Officer

As outlined in *Bargaining Brief No. 6* on August 30, 2001, the Association has sought the services of a conciliation officer from the Labour Relations Board to assist in reaching a collective agreement. That conciliator has been appointed and the first bargaining sessions with the assistance of the conciliator took place on September 26-27, 2001. The role of such a conciliator is to work with the two negotiating teams in an attempt to bring a resolution to outstanding issues. There are no specific time limits attached to the conciliation officer process. Should the conciliator be unsuccessful in bringing about satisfactory progress, the Minister of Labour may appoint a conciliation board in an attempt to bring about an agreement. Either party may make a request of the Minister to appoint such a board.

Conciliatin Board

A conciliation board consists of a chairperson and two members (one nominated by each party). The two members select a third person to chair the board. After the Minister grants approval for a Board to be appointed, each party has seven days within which to appoint a member and the members in turn have seven days to appoint a chairperson. In the event of a failure to appoint, requests can be made to the chairperson of the Labour Relations Board to make such appointment.

A conciliation board gives the parties full opportunity to present evidence and make representation on the outstanding issues. Fourteen days after its appointment the Board is supposed to report its findings and recommendations to the parties. Finally, each party then has 15 days after it has received the report of the Board to notify the Minister of its acceptance or rejection of all or part of the recommendations contained in the report. It should be noted that, although time lines in the Act are specific, they are often altered, because of circumstances, by mutual consent.

Binding Arbitration

If the conciliation process does not bring about an agreement, the parties may, if they mutually agree in writing, refer all matters in dispute to an arbitration board in accordance with Sections 21 and 22 of the Act. An arbitration board would be set up in the same fashion as the conciliation board referenced above. However, the decision of an arbitration board on outstanding issues is final and binding on all parties. (It should be noted that, in the 28 years since the

Association achieved its first collective agreement on behalf of teachers, the parties have never agreed to have the final settlement arbitrated.)

Strike/Lockout

Should the above procedures fail to result in a collective agreement, Section 31 of the Act gives teachers the right to strike and gives the employer the right to declare a lockout in order to apply pressure to conclude an agreement. However, a strike, strike vote or lockout cannot occur until seven days have elapsed from the date on which both parties have informed the Minister whether or not they have accepted the report of the conciliation board. Neither can a strike, strike vote or lockout occur during arbitration proceedings or during the term of an existing collective agreement. It should be noted that the term "strike" is defined in the Act to include "a cessation of work or a refusal to work or to continue to work by teachers in combination or in concert or in accordance with a common understanding or a slowdown or other concerted activity on the part of teachers designed to restrict or limit output."

Tentative Agreement

Section 19 of the Act gives the negotiating committees for both parties the authority to initial a provisional or tentative agreement. Within 20 days of receipt of the tentative agreement, every school board in the province and the NLTA are required to notify the President of Treasury Board in writing whether or not the tentative agreement is accepted.

Voting

NLTA policy provides for membership votes at particular stages of the collective bargaining process. In particular, a membership vote is required on a conciliation board report, for ratification of a tentative agreement and before undertaking any strike action.

We trust the above information will provide to members a guide to the mechanisms for resolving an impasse in the collective bargaining process.

Edward Hancock is Assistant Executive Director (Responsible for Benefits and Economic Services) on the NLTA Administrative Staff. He serves as chief spokesperson for the NLTA Negotiating Team during contract talks.

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Major Changes Coming to Workers' Compensation

by PERRY DOWNEY

On October 27, 2000, the then Minister of Environment and Labour, Honorable Oliver Langdon launched a complete review of the province's Workers' Compensation system through the appointment of a five member Task Force Committee. This action was taken in response to requests by key stakeholders and in recognition of the fact that the Commission was facing serious financial issues that required immediate attention. The Committee was given the mandate to conduct public consultation hearings and submitted its findings and recommendations to Government by February 16, 2001.

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During the months of January and early February, the Task Force Committee arranged public consultation and public presentation meetings in five centers throughout the province. A total of 97 presentations and 110 written submissions were provided to the Committee. In addition, 32 stakeholder groups from around the province met during a Round Table Forum to provide input and consultation to members of the Task Force. On February 16, 2001, the Task Force Committee released its document entitled *Changing the Mindset*. This document included an overview of the Task Force findings, as well as a list of 48 recommendations which would literally change the way in which the Workers' Compensation system would operate. Before any of these recommendations could be implemented, the provincial government would have to endorse these recommendations and amend legislation to place the recommendations into law. Thus, Bill 16 was introduced into legislation in the House of Assembly in May 2001 giving the Workplace Health and Safety Compensation Commission (WHSCC) the right to implement the recommendations as proposed by the Task Force Committee.

"We are hopeful that these initiatives will lead to some real improvements in the Workers' Compensation system, especially as they relate to the situation for teachers who are injured at work."

In the few months since May 2001, the Department of Labour, in collaboration with the WHSCC, the Newfoundland and Labrador Federation of Labour and the Newfoundland and Labrador Employers' Council have undertaken a joint initiative which will see the introduction of a Cooperative Training Initiative. The focus of this initiative will be primarily on Occupational Health and Safety Issues and Early and Safe Return-To-

Work Programs. These two areas of concern surfaced as the top priorities during the Task Force hearings requiring serious change in the Workers' Compensation system.

On September 11, 2001 the Minister of Labour, the Honorable Anna Thistle, representatives from the Newfoundland and Labrador Employers' Council and Newfoundland and Labrador Federation of Labour, as well as other interested parties officially announced their intention to work together and implement a collaborative approach in order to realize the changes as recommended. A 15 month training initiative will be introduced which will see over 800 training sessions held throughout the province. It is anticipated that over 20,000 employers and workers will participate. The estimated cost of this initiative is approximately $5.6 million. The Commission is contributing approximately $2.8 million to the project, in addition to taking responsibility for the development of a set of curriculum standards for the training initiative. It is the goal of the program to train both employers and employees in Accident Prevention, as well as Early and Safe Return-To Work Programs. The Newfoundland and Labrador Teachers' Association has been invited to participate in this initiative and is delighted to do so, both as a representative for teachers throughout the province and as an Employer. We are hopeful that these initiatives will lead to some real improvements in the Workers' Compensation system, especially as they relate to the situation for teachers who are injured at work. Additional information will be forthcoming with respect to other changes currently being considered by the Commission and the many recommendations proposed by the Task Force. Please refer to the October edition of the *BES Bulletin* for additional details on the legislation changes and training initiatives.

For additional information on the proposed changes, please contact Perry Downey, Administrative Officer in the Benefits and Economic Services Division at 726-3223 or 1-800-563-3599, extension 226.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

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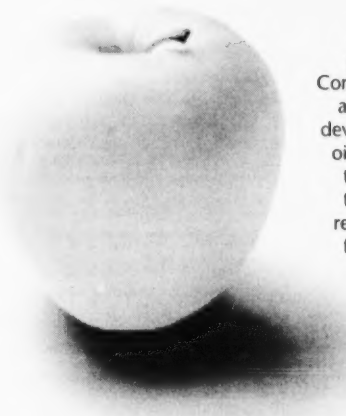

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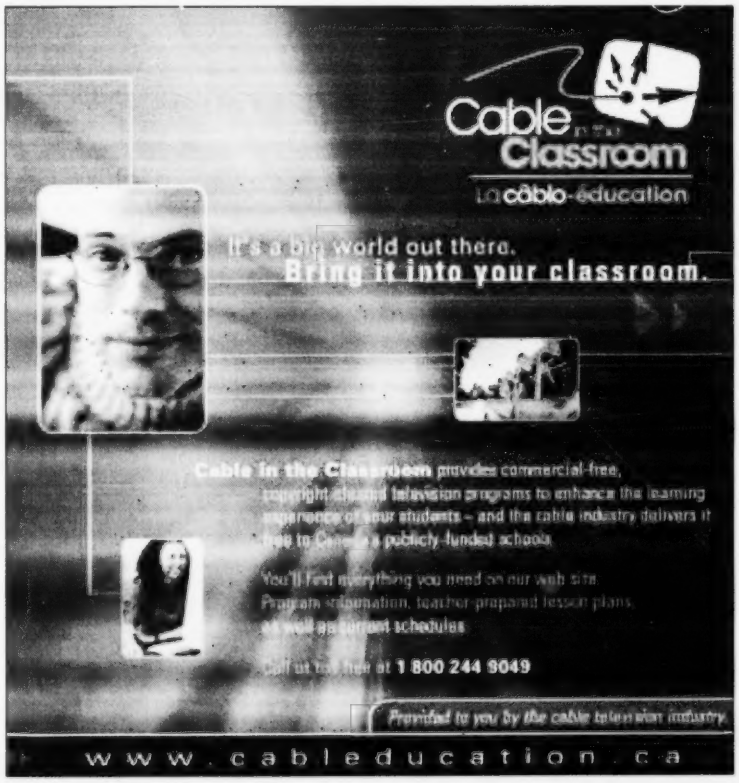
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Challenges Facing the NLTA Group Insurance Plan

by DON ASH

"NLTA will resist government attacks on the Insurance Program and the associated benefits available to teachers."

The NLTA Group Insurance Program has been owned and operated successfully by NLTA since 1964. Since that time the program has grown and developed into a major part of the benefit compensation package for teachers and retirees. Teachers, through the Group Insurance Board of Trustees, exercise control over plan design and investment of money. Government input is limited to contribution of premium to some plan options, and consultation about rates and benefit improvements through a committee established under Article 26 of the Collective Agreement. This ownership and control of the NLTA plan has become a great source of pride for teachers. The NLTA Group Insurance Program has typically been recognized as superior and more cost effective than the government civil service plan. Efficient fiscal management and sound investment practices led to the creation of a trust fund owned by the NLTA to be used for administrative operation of the plan and reserves in the event of deficits and other such contingencies. The purpose of this article is to alert teachers to the recent challenges facing this Group Insurance Program which is controlled and directed by teachers.

Since 1996, the plan has experienced deficits which have seen the Trust Fund significantly depleted. Changing teacher demographics, increased drug utilization trends, and the explosive development of new and expensive drugs have placed great demand on the health program resulting in significant premium increases since 1998 with no end in sight. Government has responded with a reluctance and now an unwillingness to contribute its negotiated share of premiums.

In 1999, Government delayed paying a premium increase until NLTA agreed to provide detailed financial information relative to the development and status of the Trust Fund. An 18% increase in health premiums was required in 2000, and this has not yet been paid by government. NLTA has taken this matter to arbitration. Government has also refused to pay the premium increases required to renew our insurance policies in 2001. The rationale provided by Government is that they believe they contributed more than they should have in the 1980's and that they should not have to pay current premium increases until NLTA insurance reserve funds have been exhausted. The reality, of course, is that the contribution rates during the 1980's were negotiated at the time, Government paid only what it was required to pay, and it was the wise investment of insurance money by Trustees which created the reserves necessary for the existence of the NLTA Group Insurance Program. By the end of the current arbitration hearing government will owe more than a million dollars in retroactive premiums. If Government is successful in the arbitration, the existence of the NLTA Insurance Plan as we know it will be in jeopardy.

There is also an apparent desire on the part of government to exercise increased control of the NLTA Group Insurance Plan. There is an unwillingness to participate in improved benefits and increasing pressure to reduce benefits in the name of cost containment. In the current round of collective bargaining Government has reserved the right to open on Group Insurance (Article 26) and has not yet placed a position on the table nor responded to the NLTA position.

NLTA will resist government attacks on the Insurance Program and the associated benefits available to teachers. A successful arbitration ruling on the 2000 premium increases would be a key step in this regard. The negotiation of a Collective Agreement which maintains or improves the contribution level of Government is crucial. NLTA Group Insurance Trustees will continue to face these challenges and make decisions which protect the Plan and insure the maximum benefit available to teachers and retired teachers through the Insurance Program.

Don Ash is the Staff Consultant for the NLTA Group Insurance Program and is an Administrative Officer in the Benefits and Economic Services Division.

2001
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- ☐ **Oct. 25-26** – Albatross, Gander
- ☐ **Nov. 1-2** – Holiday Inn, Corner Brook
- ☐ **Nov. 15-16** – Holiday Inn, Stephenville
- ☐ **Nov. 22-23** – Holiday Inn, St. John's
- ☐ **Nov. 29-30** – Holiday Inn, St. John's
- ☐ **Dec. 6-7** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

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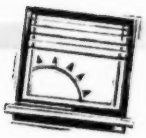


Bloom Where You're Planted …Then Send Out Runners

by CLAUDETTE E S COOMBS

"… if we are plodding through thorns and weeds we need to protect ourselves against their damage."

Have you ever felt "planted" somewhere … against your will? It happens. In our lives, workplace and volunteer positions we may end up being somewhere or doing something that we feel we didn't choose and don't want. Our response to this feeling can have a dramatic impact on whether we bloom or wilt.

How do we respond?

Typically, the initial response is resentment. We tend to resent things that are beyond our control which place us in uncomfortable or unwelcome circumstances. Then we further react by responding less than optimistically toward the people, places and events surrounding us. Finally, we stop looking for the good or positive and succumb to the ever-present negative. We have all realized that if we exude an aura of negativity, we also attract negative responses, comments, stories and feelings. The focus becomes everything "bad" in our school, community, environment or world.

What have we lost?

A great opportunity. We no longer notice the potential to "bloom"; instead we see the rocks, hard ground and poor weather. Of course the difficulties exist and no matter how hard we try to ignore them, they still survive. The rocks, however, aren't the full picture and the lack of choice in where we have been planted does not eliminate our influence on the situation.

By focusing on the negative we create a personal view which rapidly infiltrates other aspects of our lives… in fact, this infiltration occurs in areas which previously had been healthy and balanced. We begin to find that our relationships with colleagues, family, friends and especially students may deteriorate. This is guaranteed to diminish the pleasures we find in life.

When we give up and resign ourselves to the situation, we stagnate. We miss the opportunity to enjoy and take interest in life and we stop trying to improve the situation, atmosphere or conditions.

What do we have to gain?

A new perspective. We have an opportunity to enhance our natural talents and strengths, to create new supports and to explore existing options. We may even find that this unwanted situation has brought unexpected bonuses. If we gain nothing else, we certainly have the chance to develop personal skills and fine tune our coping, patience, tolerance and objectivity. The permanent benefits reaped from those efforts could balance the temporary difficulties experienced in the situation.

How do we make that transition?

The following steps can support our efforts to regain control over this potentially difficult situation and improve our sense of satisfaction with our lives.

1. Identify and compartmentalize the issues.

For example, we have ended up teaching in an unfamiliar or uncomfortable school or subject area. Explore the issues. Socially we miss former colleagues. Emotionally we are uncomfortable with change and unpredictability. We have lost familiar surroundings, routines and events. Professionally we miss the exhilaration of teaching our favorite courses or the challenges of our preferred student group. The increased demands required to re-adjust rob us of our precious, limited resources of time and energy. Great! We have just spent more of our valuable time making ourselves feel more miserable about this new, unwanted situation. What's next? Find solutions.

2. Look for options.

Now we know what is really bothering us. Let's start to improve the situation. We have not made it this far in life without developing some very useful skills. Change may still be a source of anxiety but we have proven that we are capable of successfully maneuvering through it. For each issue, consider how it could be improved.

3. Take reasonable action. Improve conditions.

Become part of the new social milieu by participating in, or creating, staff social contacts. Seek avenues for professional challenges by taking on special projects or creatively addressing the curriculum. Add courses or

skills to our repertoire. Become familiar with the new surroundings, atmosphere and context of our lives.

Separate from the incident or circumstance and continue to build on what is needed to thrive. We can experience the compassion and support of friends and family as we live through the grief and challenge of our difficult circumstance.

4. Minimize the trauma. Maximize the resistance.

When there are things in our new setting which are harmful to our physical, emotional or professional well-being, we must take specific action. There is a crucial difference between working through growing pains and actually causing damage in the process. Decide which is happening. If we are winding our way through new obstacles, we need to be gentle with the expectations we have for ourselves. However, if we are plodding through thorns and weeds we need to protect ourselves against their damage. We do this by avoiding or eliminating unnecessary tangles and by strengthening our resistance to the things we can't pull up by the roots!

5. Make the situation temporary. Send out those runners!

Much in life is temporary. Priorities, life stages, current interests all regularly change. We need only look at children and remember the hectic and exhausting few years of infancy and toddlerhood and watch how quickly the focus becomes the trials of adolescence. We change with our situations and adapt to the needs and opportunities around us. Life will continue to be that way ... things will change or can be changed even when we try to prevent it. Sending out "runners" allows us to expand beyond our current limitations, find a new perspective and make a fresh start.

Work to make the unwanted situation temporary. Increase personal skills and expertise so that when a new position opens up, we are ready for it. After all, we can't expect to fit into a different situation without being the best match for the job.

By taking advantage of the context to learn new skills, or to brush up on unused ones, we are better able to deal with the current and future situation ... and we become more "marketable". Surely we know the value of being marketable, especially if we want to move to a new environment. As we collect new skills and experiences, we change our personal resume and become the new improved version of ourselves. By cultivating desirable assets we prepare ourselves for advancement.

6. Recognize the potential.

Too often we negate what can be accomplished or the pleasures that can be enjoyed because we don't like some component of our personal or work lives. We choose to refuse to bloom because we don't like where we are planted! Refusing to use our talents and expertise when it could be beneficial to others (or ourselves) may be a way to "get back at" the powers that planted us; however, it doesn't take long to realize that under those conditions there is no winner. We lose the most. We can use the opportunity to give and receive exactly where we are. Examine the situation closely to determine what can be acquired. What is needed and what can be found in new skills, personal lessons and planning time, in preparation for change.

Blooming

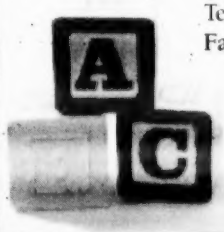
We need to be healthy where we are. We innoculate against the unhealthy or hazardous components in our environment as we reinforce our supports and strengths. When the environment is overwhelmingly negative we make plans to create change. That change can be in our situation, our immediate environment, or ourselves. Yet, it is important to know that we can find or design some positives in even the most difficult of situations. There will still be the innocent wisdom of that one student or the compassion of a colleague or the thrill of successfully imparting knowledge to bring us to that realization. Because life is so valuable, and so unpredictable, we cannot afford to waste time and energy waiting to be happy.

Claudette is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

Attention Elementary Teachers!

The Elementary Teachers Special Interest Council is currently inactive. If you are interested in forming a new Provincial Executive for this organization, please contact:

René Wicks, Administrative Officer
Professional Development Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF A1B 1W1
Tel: 726-3223 or 1-800-563-3599, ext. 245
Fax: 726-5045 or 1-877-711-6582
E-mail: rwicks@nlta.nf.ca



Educational Opportunities for Teachers

South Korea: Another Piece of the Puzzle

by ROSEMARY WEBB

"Students truly appreciate a teacher's background knowledge and insights as well as true stories of past adventures."

South Korea is not as well known as its more powerful neighbours, China and Japan. Frequently there are advertisements in *The Telegram* offering employment for English teachers in South Korea. What would it be like to live and work there?

I gained some insights as to the nature of South Korea's society and culture this summer … but to begin at the beginning!

As a well-versed teacher I continue to appreciate the value of real experiences rather than simply living life vicariously. The people met and places visited are all memory makers on our journey through life. Students truly appreciate a teacher's background knowledge and insights as well as true stories of past adventures. The stories are what students remember.

Last year I was fortunate enough to be a participant in the Keizei Koho Center's program in Japan, but this only whetted my appetite to discover more about other countries in Asia. I was directed to the Asia Pacific Foundation of Canada as it funds a short summer program for Canadian teachers to learn about Korea and experience it first-hand. I applied, and was accepted, along with five other Canadian participants. The contact person, e-mail address and full address is given at the end of this article if you are tempted to apply next year.

And what of the country of South Korea? I arrived at Incheon, Korea's newest airport, after a 12 hour flight from Vancouver. I spent an hour reaching Seoul, the capital, a city of thriving activity, with a population of ten million people. There are tall apartment blocks, modern business towers and luxurious hotels to rival anything found in New York or London. There are also centuries-old royal palaces in huge gardens, temples, pagodas and stone gateways. Initially we participated in a comprehensive lecture series at the Korea University. Topics included South Korea's economy, society, language, politics, art, family life and architecture.

My Korean adventure lasted 16 days. There were 40 educators in the Program, six of us from Canada, 20 from the United States, 10 from Australia and four from New Zealand. The group interaction was one of the key benefits of this Program as we got to know each other and shared our ideas during discussions, bus rides and social gatherings. I met teachers from New York City, Tennessee, Texas, Sydney and Melbourne, as well as Vancouver and Montreal. I learned some incidental American geography and history and gained some insights into Australian politics. We all celebrated July 1 together as well as fun times and minor calamities.

Anyone planning to teach in Korea needs to obtain employment with a reputable company and secure a contract in writing, detailing salary, accommodation, medical coverage, etc. Most foreign English teachers tend to work in private schools with varied age groups and flexible instructional hours. I met some Canadian teachers who are working in Korea. They are enjoying the teaching situation and the opportunities for travel in Asia.

Students from Grade 10 class at Daeil Foreign Language School in Seoul.

We were each given the opportunity to teach English for an hour to high school students at Daeil Foreign Language School in Seoul. I am an Elementary

teacher so this was unfamiliar territory. I was confronted by 40 Grade 10 students, sitting in rows, boys on the left, girls on the right. They obviously regarded me as a welcome break in routine. The main focus of my lesson was to develop their vocabulary and fluency through the use of a Beatles song, as I am originally from England and songs are an effective way to learn a language. I had selected "We All Live in a Yellow Submarine" so that I could make use of the colour words in the song, and also discuss submarines. One brave student drew a yellow submarine on the chalkboard and after passing out copies of the song and some background pronunciation work we sang the song enthusiastically a few times as I assigned the girls or boys to sing individual verses and everyone joined in the chorus. One student in the class had the Beatles #1 CD in his walkman, and another said his favorite song was "Hey Jude". I hope that Paul McCartney would be impressed! As a reward I gave them all pins and "Receiving the World" flags from Newfoundland and Labrador.

I found Korean people to be lively, friendly and helpful. They are usually eager to practise their English. Children would come up to me, asking "What is your name?", "My name is …", phrases they had learned in school. I used the excellent subway system in Seoul and spent some time in the street markets. These markets are everywhere, each with their own name and specialty – Dongdaemun, Namdaemun, Itaewon and Insa-dong. These markets are centres for economic and social exchange and it's possible to buy everything – clothing, household items, jewelry and food of all descriptions. One can find copies of name brand merchandise everywhere. My favourite purchase – a "Versace" top for $12.

Our program included visits to palaces, Panmunjom (the truce village in the DMZ), Chongdong theater (traditional drumming and dance) and a folk village. On a four-day field trip south of Seoul we visited the Haeinsa Buddhist temple and Kyongju (the old capital of the Shilla dynasty).

I recently developed a "South Korea" website for student use, including information on key features of the Korean culture and lifestyle. You can log in at www.stemnet.nf.ca/~rwebb/southKorea. For information on the Korea Study Program, contact Kathy Zastawny, Information Specialist, Asia Pacific Foundation of Canada, Tel: 604-684-5986, ext. 3364, Fax: 604-681-1370; E-mail: kathy.zastawny@apfc.apfnet.org, website: www.asiapacific.ca.

Rosemary Webb is a teacher at St. Peter's Elementary School in Mount Pearl.

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Focus on Forum
Reflections on the Forum for Young Canadians Teachers' Conference

by BOB JOHNSTON & VALERIE PIKE

In late April, 2001, 16 teachers from across the country flew to Ottawa to take part in the Forum for Young Canadians Teachers' Conference. Established in 1975, the Forum for Young Canadians brings together high school students from across the country to learn first hand about the workings of the Canadian Government.

The teachers' session, while similar in many ways to the students' conference, was established in 1986 for two main purposes: first, the conference serves as a professional development opportunity which provides teachers with valuable first-hand experience of governmental structure and operations in order to enrich their teaching of Canadian history and civics courses; second, participating teachers may subsequently act as contact persons for other teachers and students in their home province on matters relating to participation in Forum. It is also important to note that teachers have no chaperoning responsibilities at Forum. On the contrary, teachers are asked to take a completely hands-off approach to students whose leaders are volunteers from the federal public service.

Inevitable travel challenges excluded, the week unfolded flawlessly. Virtually everyday was planned from sunup to sundown with activities and sessions. Some of these activities had us accompanying the students to question and answer sessions with Jean-Pierre Kingsley, Head of Elections Canada, Herb Gray, the Deputy Prime Minister, Peter Miliken, Speaker of the House of Commons and Dan Hays, Speaker of the Senate, among other highly respected Canadians. These sessions were chiefly centered around the students as they were solely responsible for posing questions. There were, however, several activities which were completely devoted to the teachers present, such as lunch in the Parliamentary Dining Room with Members of Parliament Deborah Grey, Svend Robinson and Cabinet Minister Ron Duhamel, question and answer sessions with Charles Robert, Clerk of the Senate, and James R. Hurley, a constitutional expert who helped draft various documents relating to the 1982 Constitution Act, as well as the Meech Lake and Charlottetown Accords.

The week was fascinating and informative. With our Forum passes, teachers had virtually unlimited access to Parliament Hill. We were able to see and speak at some length with politicians and civil servants who shape the agenda of this country. In particular, we came away with a much greater appreciation of the role of the MP and the difficulties they face on a day-to-day basis, not to mention the valuable role Senators play in the parliamentary process. Since the deletion of Democracy from the provincial curriculum, there has been a void in civics related material at the provincial level. The conference reinforced for us the need for a new civics course in Newfoundland and Labrador.

"Our treatment by Forum officials, civil servants, and parliamentarians alike, was nothing short of royal. To say that we were made to feel proud of our role as teachers would be an understatement."

Our treatment by Forum officials, civil servants, and parliamentarians alike, was nothing short of royal. To say that we were made to feel proud of our role as teachers would be an understatement. Additionally, we were able to meet and discuss pedagogical issues with other teachers from across Canada, and we made acquaintances that we hope will last well into the future. In short, this is a program we would recommend to students and teachers without reservation.

Information concerning application deadlines, cost, etc., can be found on the Forum for Young Canadians web site at www.forum.ca.

Bob Johnston and Valerie Pike teach at Prince of Wales Collegiate in St. John's. For further information regarding Forum contact Bob Johnston at: bjohnston@pwc.k12.nf.ca or Valerie Pike at: vpike@pwc.k12.nf.ca.

I Didn't Understand a Word and I Loved Every Minute

In the Midst of Mathematics Educators

by PAUL W. GOSSE

Recently I took the opportunity of attending a free public lecture at Memorial University offered by one of the world's foremost mathematicians. Dr. Efim Zelmanov is a 1994 winner of the Field's Medal – the world's highest scientific award for mathematicians – considered to be the mathematical equivalent of the Nobel Prize. The subject of his talk was *Abstract Algebra in the 20th Century*, a somewhat daunting topic, I know, but hey, I thought it might be fun to see how the portion of mathematics educators known as mathematics professors reacted to such a distinguished speaker.

" Watching among the best in a field at work can humble and enrich what is brought to the education of the students all mathematics educators meet after such encounters."

The Conversation

Dr. Zelmanov is a man of about 45 years of age, unimposing in stature and youthful in appearance and presence. Introduced as an eminent mathematician, you could feel the audience (nearly all or about to be, professional mathematicians) tighten with some awe and pensive anticipation at what was to come … "will I understand it; what if he asks us questions; will my face give my level of understanding away?"

Zelmanov strode to the room's center front. Try to imagine that picture – pull out your stereotype, your mental image of a mathematician striding to the front of a room for a lecture. Now, try to imagine the ambiance of the room, the look, the materials, the lighting. Now, here's what I saw…

Zelmanov strode to the room's center front (not with authority or arrogance) with a disarming comfort and clear desire to warm the room with his talk. He turned, surveyed the audience, and with a twinkle in his eye and a Peter Falk pose, began.

This professor at Yale University, Ph.D. at age 28, then comfortably wove a fabric of storied personalities intermixed with what sounded like clear principles amongst a great deal of encoded semantics (the vast majority of which I did not understand). But that wasn't the point.

Here, in this room, mathematicians became students and Zelmanov a celebrated visitor, were youthful with Zelmanov a sort of hero, were pleasantly naive and happily immersed themselves into a conversation in the presence of some greatness. Here was a person who clearly had reached a higher bar and perhaps had the ability to raise the bar and climb even higher. And, here, amongst all of this, sat a high school teacher … amused, entranced, and more than a little engaged in the psychology of the moment.

Those Mathematicians are an Interesting Lot

Whenever I think of mathematicians, I think of the 1960s and the flower-power movement or generation – truly independent, exhibiting focused pursuit on what they deem as quality of life, often impatient with social direction or inaction, idealistic and optimistic, not always well understood by anyone who hasn't lived there. Mathematicians share some of those defining characteristics.

Being a mathematician seems to defy explanation using simple terms. Occasionally inferred from that, incorrectly I might add, is some sense that their continued and private cohabitation with the rest of us in society therefore is some sort of societal gift to mathematicians! How ridiculous.

Mathematicians throughout history have proved to

be among the most visionary, philosophical, creative and valuable minds on earth (check out, among many others, Archimedes, Galileo, Fermat, Descartes, Einstein, Turing, Hawking). At times when such obviously practical endeavours as some of the great engineering feats or safe navigation were emergent, the worth of the mathematician was hardly in doubt.

Not so long ago, Kings and Queens could be found competing to attract such mathematicians/philosophers/lawyers to their land to lend growth, credibility and eminence to their best, brightest, or 'of means'. During such times, the less obviously practical mathematical pursuits of minds such as these rarely had their worth questioned. Neither was such "recreational" mathematics necessarily humoured … it was absolutely humoured and probably accepted as somewhat of a sacred rite. But in the 21st century we have grown accustomed to information on demand, to "Show me the money!".

"Mathematicians throughout history have proved to be among the most visionary, philosophical, creative and valuable minds on earth."

It seems as if academics no longer garner the same privilege, deference, or mystique as was once the case. Mathematicians are no longer our mainstream philosophers. Pop-culture seems to have directed that task to self-help books and pop-psychology aimed squarely at those who seem to trust only themselves in sorting themselves out. Perhaps we could do with more of the mathematician as mainstream philosopher!

OK, so how does a mathematician describe, endear, justify, or … just tell us, What exactly is it that you do?

What exactly is it that you do?

Being a mathematician must be one of the most difficult careers to describe in a social setting. Imagine trying to do that … really! Think of any typical career … is it hard to describe in simple, everyday terms? For most careers we think of, ascribing societal position or value seems not to be difficult (that's part of the reason some careers come quickly to mind in the first place). Now think of the mathematician. Imagine for a moment that you are a mathematician and are trying to describe what it is that you do.

Paradoxically, the work language you speak and write with is universal, yet is understood by virtually none of the general populous to any more than a cursory level. *Curs*-ory for some no doubt, and, as others might say, "*arith* it would go away". It is full of coded symbols with a rigorous structure recognized as fundamentally unforgiving though powerful, precise and objective.

Imagine how difficult it must be to explain why or how you love mathematics, its beauty, rhythm and secrets, without enlisting the very terms of your trade. No wonder that ascribing appropriate societal value or position to our mathematicians seems difficult.

The record shows repeatedly that mathematical areas thought recreational in nature or of narrow applicability often dovetail with, underpin, and quantify discoveries in many diverse fields – though this usually occurs well after the mathematician's "Eureka". Anticlimactic, surely, but enabling and vital.

The record also shows that the drive to address some of the classic unsolved (or current) problems in mathematics can provoke discoveries and advances in related fields as critical problem-solving techniques and strategies often become enhanced or established. The importance of this cannot be overemphasized as a support in scientific research of all kinds as mathematicians regularly co-develop, model or otherwise assist research in fields such as medicine and astronomy.

Back to the Interesting Zelmanov

Zelmanov exuded confidence and a joyful spark, as if holding onto a diffused but lingering "Eureka" while always affording participants and subject matter patience and respect as he outlined and coloured a landscape. Yes, there were mathematical arguments, and there were jokes. There were a few glazed eyes, many respectful nods at appropriate moments, and a lot of raised awareness. It was fascinating and refreshing to witness a professional mathematician with a delivery aimed squarely at engaging the audience without taking pride at waving good-bye through the dust of mathematical contempt.

Those Teachers are an Interesting Lot

It is one life adventure to do mathematics as a career choice – a choice that seems to place one among the competitive professional level of what is a very abstract sounding career. That career is intellectually understandable to many mathematics teachers as they have usually got a mathematics major in their pocket (though they likely didn't pine for an academic climate since they apparently chose not to be there). It is entirely another adventure to teach mathematics in a school setting.

Very little about the teaching of mathematics is easy to explain to those who have never done it. Good teaching in general is a bit of a mystery seemingly within the grasp of all of those who have been parents or have dealt with children in a related role. Management and inspiration of children, while partly or wholly responsible for effort and achievement levels, requires compassion, subject competence, and no mean level of skill.

What makes the teaching of mathematics most mysterious are the fundamentally abstract tendrils which waft their way into every conversation about virtually every concept you are attempting to explain (and probably just as clear as "…fundamentally abstract tendrils").

In other words, teaching mathematics is firstly about illuminating a concept and then about demystifying the new code used to make any consumption or personalization of that concept (or algorithms utilized in working with that concept) more concise or efficient for the learner. Secondly, it's about measuring how successful your students (and by their account, you) have been at the whole endeavour.

There are masters at it; not everyone understands it; it is very hard to simply explain what it is you do; it is very hard to explain to others how to do it well; very few do it very well, but many can happily work with competence. Interestingly enough, the general population may well feel it is not as hard as it looks.

Back to the Teacher

Perhaps the most enlightening observation for a teacher in the midst of this talk was the whole tone Zelmanov embraced. He brought humour, proud confidence, respect for sciences and arts, and an illuminating breadth of perspective across the natural sciences.

This walk through ~150 years brought a clear reminder that some of the best in any field may exhibit vision beyond the norm. This can make explaining your thoughts to others most challenging since you may be looking at the same thing, but you are not seeing the same thing. During such times, exuding respect for one's subject, the subjects of others, and one's audience, is of grounding importance.

So, the Point?

Rarely is there any opportunity to witness a local conversation between one of the best and many other very good players in a professional mathematics field. Even more rarely does a teacher get the chance to step into the world of the mathematician.

Witnessing a conversation involving greatness in mathematics helped me better realize what being a mathematician involved. Though few people may have any real idea of the applicability, communicability or power of higher mathematics, that doesn't mean that it is not applicable, communicable or powerful. Clearly, it is.

Rarely in life is anything as easy as it looks. Earning a Field's Medal certainly isn't. Understanding a career whose fabric seems so abstract in an increasingly concrete just-in-time world seems more and more a challenge for the general population. Rarely, oh so rarely, is there an enhanced opportunity to step back and view a part of the landscape that is mathematics as painted by someone less busied by the treadmill of administering a course load and serving the multitude of roles expected of today's teachers.

What became illuminated to me was some understanding of the breadth and scope of the personalities and treatments that bind teachers and mathematics professors personally and professionally as mathematics educators. Watching among the best in a field at work can humble and enrich what is brought to the education of the students teachers meet after such encounters.

It would be interesting to be a mathematics professor witnessing a master teacher give a talk to an audience of professional teachers … watching among the best in a field at work can humble and enrich what is brought to the education of the students all mathematics educators meet after such encounters. In fact, in my opinion, Zelmanov could proudly claim to be a teacher for, at differing levels, teachers and mathematicians all are exactly that – mathematics teachers.

And, *that* is the only thing I did understand.

Paul Gosse is Math Department Head at Prince of Wales Collegiate in St. John's.

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High School English

The Promise and Peril of a New Curriculum

by PATRICK HOWARD

"If a definite plan is not put in place to allow high school English teachers to learn from and share with each other then I believe the new curriculum may be in peril."

This year will mark the beginning of a new high school English curriculum in Newfoundland and Labrador – the first major curriculum change in 20 years. September's cohort of Level 1 students will be the first to finish high school the beneficiaries of newly designed courses, texts and resource materials. The APEF *English Language Arts Foundation Document* (1996), on which the new curriculum is built, reflects a philosophy based on over three decades of research and theorizing in the teaching of English. We may be approaching an established, unified theory of the language arts – something the subject area has never had. With curriculum change already occurring in primary, elementary and middle school, the high school program was long overdue for a major overhaul. When English teachers across this province begin to work with the new curriculum documents, texts and resources they will see first-hand that "major" may be an apt word to describe the changes proposed in the new program.

Many teachers may have had an opportunity to read and work with the new documents and resources. Perhaps some have piloted the new courses, contributed to the curriculum documents, or been briefed by program specialists and department heads. Some teachers may have even received an in-service session or two and been given the opportunity to plan lessons around the new resources guided by the curriculum outcomes. It is realistic, however, to suggest that many more teachers will be introduced to the new curriculum when the imposing binders and glossy new texts land on their desks.

Despite our prior level of involvement (or non-involvement) with the new curriculum, each of us will stand before a class and endeavour to negotiate the new materials and outcomes. This will not be without its challenges. The familiarization with new anthologies, texts and resource materials may be more of a superficial concern compared to the social values, the expanded definition of text and the all encompassing view of literacy that is implicit in this program. The new curriculum documents reflect a philosophy of the language arts, the nature of the learner, the role of the teacher, and the provision of learning experiences that may or may not "fit" with a teacher's personal philosophy, academic and pedagogical background. No policy or curriculum is self-executing. Its success or failure depends on the teacher who makes the actual classroom decisions. James Britton, a language arts theorist, wrote, "Teaching consists of moment-by-moment behavior, behavior that can only spring from inner conviction". The view of the language arts inherent in the new program is an integrated, coherent, encompassing and vital one. In its terms teachers structure learning opportunities within which students talk, listen, write, read, view and create meaning through various media under the guidance of the teacher/expert. This is done while being ever mindful of each students' use of specific curriculum outcomes – ticking the curriculum items off, so to speak, and assessing the proficiency of their expression in the course of ongoing work. This new curriculum has high expectations of what students should be able to do with language by they time they graduate. It also "raises the bar", as the saying goes, for teachers. We are being challenged to transform our practice. Fulfilling the role of the teacher, as described in the *Foundation Document*, will require, as Britton says, "inner conviction".

The traditional high school English classroom has changed little over the years. Many of us have been comfortable with the serried rows of desks facing the front of the room. After all, that is from where the information is being transmitted. We have the notes, the question sheets; everything necessary to cover the course and prepare our students for the exam and

ultimately the "public". It has worked well for us. Teaching in this new curriculum will mean teachers are able to hold on to many of the great things that already happen in their classrooms; however, it will require more of an eye to the elementary and middle school than to the college. Some secondary English teachers may consider this to be a disparaging statement. But I say it to recognize the interactive, collaborative and authentic teaching and learning that has been going on in many elementary and middle school classrooms for some time. Our high school teachers and students are being challenged to change – to create and participate in more realistic and meaningful language activities. Instead of talking at them for the whole period, we need to build into our classes, more time for students to talk, read, write and make meaning using a variety of media. We need to think about ways of arranging the furniture that encourage students to meaningfully interact with each other. We must encourage the formation of groups so students can work collaboratively on the worksheets and texts we assign. These things will require conviction and courage – courage because it entails giving up some of our control and turning it over to our students. They must take responsibility for their own learning and that concept is key to this new program also.

I know that this is the kind of teaching that is required. I know that experimenting with new strategies that will allow my classes to work efficiently and meaningfully will take a lot of patience and hard work. But I also know that the way that high schools are structured will make this kind of teaching difficult to implement. In most high schools teachers are faced with 40 to 50 minute periods, large numbers of students across all grade levels "to touch base with" every week, few classrooms that can be used as a "language room" or lab (a place to keep resources, to store/and display student work, portfolios and works in progress). There are examinations and outside expectations of content knowledge. Fragmentation of the timetable restricts opportunities for sustained project or theme work. Unfortunately, all of these barriers can be overcome by resorting to the traditional approach – and "the transmission of knowledge" strategies. Traditional patterns of teaching persist because they are supported by the organization of secondary schooling. This is why it is so important that teachers, program specialists, administrators and Department officials work closely together to remove the barriers to implementing this new curriculum.

In May 2001 teacher representatives and district program specialists met with Department officials and resource people for an intensive two-day inservice. At that time the goal was to have a team in each district provide the opportunity for Level I teachers to come together and work with the materials and curriculum guides for a day, or possibly two. This may or may not have happened. The new curriculum must be supported and nurtured if it is to fulfill its promise of graduating highly literate (in the new sense) students from our high schools. If a definite plan is not put in place to allow high school English teachers to learn from and share with each other then I believe the new curriculum may be in peril. Changing teaching involves changing people, and changing people is slow work. We must be allowed to learn and adopt and adapt new teaching strategies at our own comfort level. That is why more than ever we need to be a community of learners ready to support each other as we move forward. The obstacles are great, but for ourselves and our students we must not give up.

Patrick Howard is English Department Head at Baie Verte High School.

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Teaching: The Fountain of Youth?

A Matter of Perspective

by HECTOR M. EARLE

It's true that the average age of the teacher is on the incline, but so is that of the rest of Canada. Our society is growing older as the baby-boomers reach middle age and the number of births decline. Most of us try to fight this natural process of aging with every ounce of effort at our disposal. Still, for some of us, growing "old" is a graceful process.

Think of all the extreme measures people go through to "preserve" their youth – exotic exercises, liquid diets, herbal tea, just to name a few. One only has to read the latest issue of *Reader's Digest* to find the most recent fad to the fountain of youth. For me, the best possible defense against the ravages of time is being a teacher.

"If you are a teacher then you are extremely lucky, for like your teaching colleagues, you have the magic potion that will keep you young in more ways than one."

What joke is this you may ask? Everybody knows that the intense stress associated with teaching causes premature aging and burnout. Please permit me to explain. Let's forget for a moment the many trials and stresses of teaching and all the responsibilities of our jobs and focus instead on the many, seemingly insignificant, everyday happenings that constitute a teacher's existence. In the words of Kathy Peterson (*Teaching Today Magazine*, January 1990), "those everyday occurrences of school life are the age- antidotes." If you are a teacher then you are extremely lucky, for like your teaching colleagues, you have the magic potion that will keep you young in more ways than one.

It has been said that laughter is the best medicine. Think of all the times you can laugh uncontrollably with your students at the many things that amuse them. During that momentary amusement, you almost become one of them and all the teaching responsibilities become trivial – just for the moment. Recall also the members of your staff sharing their hilarious stories about their experiences in the classroom. How fortunate we all are to have those quick-witted minds to "keep us on our toes" and prevent us from slipping into those dreaded days of intellectual lethargy. Then there are times when these "care -givers" are right there to please you and treat you like members of the Royal Family. You know, like opening the doors for you, giving you all those Christmas gifts, valentines and other tokens of caring and appreciation. What about all those free hockey cards we used to get (before the market was flooded) when our students found out our favorite NHL team? Don't get me wrong, there are days when we all wish we were anywhere but the classroom, but the joys and the heart-warming smiles of those precious youth outweigh the frustrations and setbacks. No other profession can lay claim to such dynamic environment of renewal of body and spirit. Can you imagine for example, a bank manager or a plumber taking time out from a busy schedule to play a game of floor hockey or basketball with a bunch of energetic and enthusiastic youth? Bless their hearts, aside from soundly beating us most of the time, they are forcing us to get our regular exercise whether we like it or not. Do politicians and school board directors get their allotment of smiles and "warm fuzzies" from young minds full of wonder and excitement? I wonder how many lawyers are exposed to these famous annual soccer and basketball tournaments, sharing in the joys of winning of listening to those predictable excuses for losing? Remember that we get paid for this job too (not enough mind you).

I could go on, but I'm afraid everyone will want to be a teacher and none of us would want to retire. It's no wonder then Paterson says that teachers who love their jobs, and the children that are a part of them, never grow old – at least not in mind.

Hector M. Earle is a teaching vice-principal at Riverwood Academy in Wing's Point, Gander Bay.

Young Canadians in a Wired World

New Survey on How Kids Use the Net

by ANNE TAYLOR

In June 2001, the Media Awareness Network (MNet) released *Young Canadians in a Wired World*, the most comprehensive survey to date on what Canadian kids are doing online.

The cross-Canada survey, in the form of a written questionnaire, was administered by Environics Research Group last March to 5,682 students between the ages of 9 and 17. The survey is a follow-up to telephone research conducted last year with 1,100 Canadian parents about their kids' Internet activities.

Overall, the findings indicate that (surprise!) kids are way ahead of their parents – and alone – in their explorations of the Internet. Perhaps more important, the findings reveal a major discrepancy between parents' views about how the Internet is used, and managed, in their homes, and what the kids think.

"Slightly less than a quarter of kids say they go to sexually explicit sites intentionally and another 40% (mainly boys) visit violent or gory Web sites."

Young Canadians in a Wired World underlines the extent to which Canadian kids have integrated the Internet into their daily lives. Seventy-nine percent of kids say they access the Internet at home (48% for at least an hour a day). Fourteen percent say they use the Internet at school for at least an hour a day.

Downloading music, emailing and surfing for fun are the kids' favourite activities, followed closely by downloading games, getting information (other than for school work), using Instant Messaging, and chatting. Homework (which parents rated at 66%) came in ninth as a preferred online activity, albeit at a healthy 38%. The three most popular sites, for respondents of all ages, are Hotmail (a free email service), Yahoo (a multi-purpose portal that provides email, chat, instant messaging and a search engine) and Napster (a Web site where kids can go to download music).

Parents' main concern about the Internet is kids' access to pornography and other inappropriate material. Over half the kids in this survey say they've ended up in a pornographic Web site accidentally while searching for something else, or by typing in the wrong

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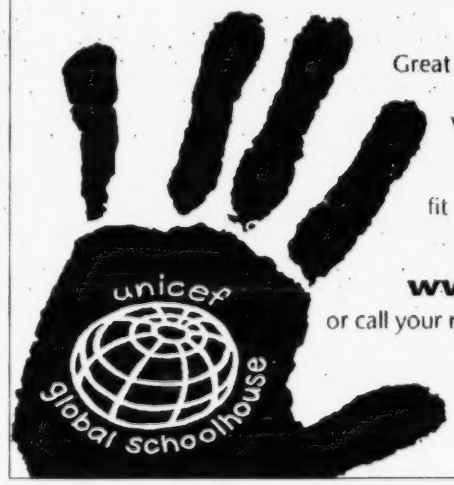

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address, clicking on a banner ad, or being sent a link by someone in a chat room or in instant messaging. Slightly less than a quarter of kids say they go to sexually explicit sites intentionally and another 40% (mainly boys) visit violent or gory Web sites.

More than anything, it's the interactive aspects of the Internet that have captured kids' imaginations. Seventy-one percent of young people have an email account and of these, 81% have a free email account like Hotmail or Yahoo. Instant messaging (like ICQ or MSN Messenger) is especially popular with young people. Use peaks with the 13 to 14 year olds, 39% of whom use IM "every day" or "almost every day."

Kids do not always know who they are talking to online. Most email activity is with friends, but 45% of kids say they "often" or "sometimes" email people they've met only on the Internet. Of the 56% of students who say they go into chat rooms, 72% participate in unmonitored chat rooms for teens and almost 60% say they at least sometimes go into private areas of chat rooms to talk to just one person.

Kids are exploring the Internet largely without adult intervention. Eight in ten kids say they are alone online all or most of the time. Nearly seven in ten say their parents never sit with them while they surf the Net and over half say parents never check where they've been online.

"The majority of kids who host their own sites are willing to disclose their email addresses on these sites and 39% believe 'all' or 'almost all' of what they find on the Net."

There's a "disconnect" between how parents view their management of the Internet at home, and how kids see their parents' involvement. Seventy-one percent of parents say they know quite a lot about the Web sites their child visits but only 45% of kids say this is so. Eight in ten parents tell us that they talk "a great deal" or "a fair bit" to their kids about their Internet activities but less than a quarter of kids are of the same opinion. A full 44% of the students say their parents don't know about all their email accounts!

"What we're seeing," says Jane Tallim, MNet's Internet specialist, "is a parent generation that values the Internet as an educational tool and who think they're in touch with their kids' Internet activities, and a younger generation who consider the Internet their own world, separate from their parents' reach and knowledge." Over half the kids think they know more about the Internet than their parents, and nearly a quarter have put up their own Web sites.

In spite of their technical abilities, many show a certain naivety about online communication and information. The majority of kids who host their own sites are willing to disclose their email addresses on these sites and 39% believe "all" or "almost all" of what they find on the Net.

"It's hard keeping up with the kids," says Tallim, "but we have to remember that they need our involvement now more than ever. There's a lot of savvy required for the Net. Kids may have the technical know-how but they also need good information and critical thinking skills in order to be safe and discriminating consumers of Internet content and interactivity."

The second half of the *Young Canadians in a Wired World* findings, about safety, privacy, marketing to kids and online student behaviour, will be included in an upcoming issue of *The Bulletin*. For more information on the data cited in this article go to www.media-awareness.ca/eng/webaware/netsurvey/index.htm.

The Media Awareness Network (MNet) is a not-for-profit education organization whose mandate is to support and encourage media and information literacy in Canadian homes, schools and communities. MNet hosts a large Web site with K-12 resources (www.media-awareness.ca) and it licenses professional development workshops for teachers to raise awareness about Internet issues that are emerging as children and young people go online. Among MNet's members are the CTF, 13 provincial teachers associations and the Canadian Home and School Federation. To contact MNet email info@media-awareness.ca.

MNet is sponsored by Bell Canada, Rogers@Home, CanWest Global, BCE, CTV, CHUM Television, A & E Television Networks, AOL Canada and the Government of Canada.

Anne Taylor is Co-Director of the Media Awareness Network in Nepean, Ontario.

RESOURCES

MARCONI'S SECRET

Marconi's Secret is a work of non-fiction, suitable for children in Grades 3 to 5. Authored by Susan Chalker Browne, a writer, journalist and teacher, it was released in July by ESP Press. The book tells the story of Marconi's life and work through the eyes of Molly and Sam, who visit Signal Hill with their grandfather. *Marconi's Secret* is the first book in a children's history series which uses the National Historic Sites of Newfoundland and Labrador as settings.

The Historic Sites Association of Newfoundland and Labrador have endorsed *Marconi's Secret*. It has been given the historic thumbs up by Parks Canada and is also a Receiving the World affiliated project.

Marconi's Secret is available for sale at local bookstores as well as the Historic Sites Gift Shops located at Signal Hill, Cape Spear, the Murray Premises and Avalon Mall in St. John's.

For information please contact Winston Ruby, ESP Press, Tel: 709-895-3899 or Susan Chalker Browne, Tel: 709-722-5164.

FIGHTBAC!™

The Canadian Partnership for Consumer Food Safety Education has available a Grades 4 to 7 learning program called *FightBAC!™*. The program aims to teach children, ages 9 to 12, to *FightBAC!™* against food borne illness, by focusing on the four key messages: CLEAN – Wash hands and surfaces often; COOK – Cook to proper temperatures; CHILL – Refrigerate promptly; and SEPARATE – Don't cross-contaminate.

The program consists of a Teacher's Guide, poster and video which can be used by teachers, group leaders, dietitians, home economists, public health inspectors, nurses, parents and others, to inspire school-aged children to discover the science behind food safety.

For further information, contact the Canadian Partnership for Consumer Food Safety Education at 613-798-3042 or visit the web site at www.canfightbac.org.

CLOSING THE GAP: 0.4 MG. OF PREVENTION

Closing the Gap: 0.4 Mg. of Prevention explores the lives of families affected by Spina Bifida, Canada's most common preventable disabling birth defect. The video is produced and set in Newfoundland, where neural tube defect (NTD) occurrence is three times the national average.

The video is for all women of childbearing age and any potential parent as well as educators and community health and medical personnel. *Closing the Gap* presents information that is surprisingly not common knowledge. It has been known for years that taking the right amount of the B-vitamin folic acid daily can prevent most neural tube defects.

The Department of Education, in collaboration with the Department of Health and Community Services, has committed to the purchase of copies of the documentary for all high schools in the province.

For more information or to order a copy of the video contact Sharon Halfyard, Produce/Director, Curzon Village Productions Inc. Tel: 709-754-7859; Fax: 709-579-4396; e-mail: shalfyard@thezone.net.

Editor's Choice for Resources on the Web

www.schoolnet.ca/learning
This site contains free information and pedagogical material on environmental and developmental issues. There are more than 75 activities for the classroom specially built for teachers and students of K-12 that can be used within the curricula. The site is set up by Learning for a Sustainable Future (LSF), a Canadian non-profit organization whose mandate is to promote education about the knowledge, skills and attitudes essential to a sustainable future.

TEACHING OVERSEAS

Broaden your career by teaching overseas in an International School!

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P.E. in the Middle/Junior School: Ideas that Work!

A HANDS-ON, COMPREHENSIVE GUIDE TO PLANNING AND RUNNING A QUALITY P.E. PROGRAM

Attention all P.E. teachers!
Ideal for the novice through veteran teacher, this resource is recommended "as a key part to any physical educator's library" (*Calperd Journal*, June 2001).

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MUSIC
October 18-20, 2001
St. John's. Contact Mary Dinn, Tel: 709-579-9111, Fax: 709-579-2448. For hotel reservations call Patricia Martin at 1-800-933-0506 (Mon.-Fri., 9-5). Credit card required.

SCHOOL COUNSELLORS SIC NATIONAL CONFERENCE/ CANADIAN ASSOCIATIONS OF SCHOOL PSYCHOLOGISTS
October 23-26, 2001
Battery Hotel, St. John's. Conference Theme: *Assessment*. Pre-conference on Violence Prevention/Intervention. Contact Holly Stevenson, Tel: 709-786-9056.

PHYSICAL EDUCATION
October 31 – November 3, 2001
Memorial University. Contact Ray Brushett, Tel: 709-579-0443; Fax: 709-579-2265.

EDUCATION CONFERENCE 2001
November 23-25, 2001
Toronto, ON. Presented by Lancaster House Publishing and University of Toronto Centre for Industrial Relations. Education Conference 2001 will discuss school funding, teacher-board bargaining, the role of the principal, student and teacher testing, the experience with the College of Teachers, how to deal with difficult students, avoid law suits, and balance the rights of teachers, students, and school board, and other timely questions. Two pre- and post-conference workshops offer indepth interactive sessions on Grievance Arbitration and Navigating the Safe Schools Act. For information contact Lancaster House, 20 Dundas Street W, Suite 1036, P.O. Box 133, Toronto, ON, M5G 2G8, Tel: 416-977-6618, Fax: 416-977-5873, Toll free: 1-888-298-8841; e-mail: lan@lancasterhouse.com; web site: www.lancasterhouse.com.

SCHOOL ADMINISTRATORS' COUNCIL AGM AND CONFERENCE
May 29-31, 2002
Terra Nova Lodge Golf Resort, Port Blandford. Contact Rick Thorne, Tel: 709-547-2379, E-mail: rthorne@stemnet.nf.ca.

LABRADOR WEST, LABRADOR CITY AND WABUSH COME HOME YEAR
July 20-27, 2002
A number of activities have already been planned with more to follow. Visit the web site at www.labwest2002.net and make plans to attend this great event.

DATES/DEADLINES

OCTOBER 2001

Oct 12-13	NLTA Executive Meeting
Oct 18	Deadline: Professional Development Fund applications
Oct 18-19	Pre-Retirement Seminar, Grand Falls-Windsor
Oct 25-26	Pre-Retirement Seminar, Gander

NOVEMBER 2001

Nov 1-2	Pre-Retirement Seminar, Corner Brook
Nov 15	Deadline: Project Overseas Applications
Nov 15	Department Deadline: Teacher Exchange applications to Australia, Britain and USA.
Nov 15-16	Pre-Retirement Seminar, Stephenville
Nov 22-23	Pre-Retirement Seminar, St. John's
Nov 22	NLTA Executive Meeting
Nov 23-24	Joint Council Meeting
Nov 29-30	Pre-Retirement Seminar, St. John's

DECEMBER 2001

Dec 6-7	Pre-Retirement Seminar, St. John's
Dec 15	Department Deadline: Teacher Exchange applications to Ontario
Dec 31	Deadline: Barnes, Allan Bishop and Special Recognition Award Nominations
Dec 31	Deadline: 2002 Christmas Card Contest entries

Environmental Education Symposium

"The Evolving Nature of Environmental Education in Newfoundland and Labrador"

October 16th-18th, 2001
Gander, NF

Hosted By
Interpretation Canada

For More Information Contact:
Kristy Hewitt at
(709) 533-3316
or
e-mail Kristy_Hewitt@pch.gc.ca

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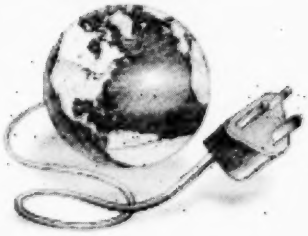

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